

AKROUE in Ershewemōs

Mrs. L. L. M. in her most interesting paper, in the February
 number of the Nineteenth Century that the reading of it "should
 find its place in the ordinary School Curriculum". Here is the
crux of the situation. It happened to know of a school where this
 method of instruction has been practiced for many years. Akroue
 is a large school situated in Ershewemōs, some hundreds of
 miles ^{or less} from the school visits several divisions of the children
 villages from six to seventeen. They are all brought up
 upon books. Things when the pleasure of doing some of
 examination work connected with the scheme. I will write
 of the big mass of papers which arrive at the close of a
 term's examination but, pleasure was imparted - why the
 examination of these papers is a festive employment
 which children shall ^{share} ~~add~~ for themselves. Every child of young
 person sends many sheets small children dictate their
 papers to some older impromptu for the occasion but often
 small children of eight write their own. I will be true
 might examine with the true vivaciousness of these papers,
 selected from a random heap, when the children
 shall have their chance with the reader. I know that
 hundreds of papers fresh, uncorrupted, delightful,
 clearly prepared upon these biennial occasions but perhaps

But will write about the children in classes II and III
 their quality. They vary in age from 4-15. The children in both
 classes answer ~~many~~ ^{score of} questions ~~on~~ ^{as} ~~many~~ ^{as} subjects - a great many.
 various questions is a score of subjects for each of them they
 have a number of circular books (the best that can be had).
 There is not much difference between those used in the two
 classes as one of the criticisms made at home is that the
 intellectual grasp of children of 9 is perhaps as good as that
 of children in their early teens; but of course the younger
 children have less knowledge of the book upon ^{any given}
 subject than the English French History for the years ^{belonging} 1400-1533
 with various books illustrating the
 period ~~concerning~~ being Henry VIII

Class I am asked to describe the scene you like best
 from Henry VIII or to tell what what you know of the
 reign of Henry VIII or to tell what what you know of the

by way of 'composition' while class III is asked to

Thompson's scene has been done by many children &
 at least a dozen scenes have been described, at least
 which is some of the best work of the teachers. The
 children mind ~~has~~ ^{has} ~~worked hard~~ ^{worked hard} more than half
 would think that this passage of the book is especially
 noteworthy. Another fact that strikes this is that the

Personal
Akherue

Akherue & Erhwenos

Personal

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AKHERUE IN ERHWENOS

Miss Low, in her most interesting paper in the February number of the Nineteenth Century, remarks that the reading of girls "should find its place in the ordinary school curriculum." Here is the crux of the situation & I happen to know of a school where this counsel of perfection has been practised for many years. Akherue is a large school situated in Erhwenos; some hundreds of scholars belong to the school & in its several divisions, there are children of all ages from six to seventeen. They are all brought up upon Books & Things & I have the pleasure of doing some of the examination work connected with the scheme. I hail with ~~joy~~ joy the big boxes of papers which arrive at the close of a term's examination; but ~~place your infants~~ - why the examination of these papers is a festive employment, the children shall show for themselves. Every child & young person sends many sheets; small children dictate their answers to some older impressed for the occasion but, often enough, children of eight write their own. It will be time enough to examine into the true inwardness of these papers, selected here & there from a random heap, when the children shall have had their chance with the reader. I find that hundreds of persons fresh, unconventional, delightful, defile before me on these triennial occasions; but ~~perhaps I am prejudiced~~ persons with their own ideas declare their strong views & keen feelings. Any middle-aged bachelor who has known hangings of every kind reading & seen's Carroll's & Mr. Ruskin's & a little of Yellow friendships with young people might write the heart of Akherue & notice a share of this examination work. The children would ^{be} disclose themselves like a banquet, like the cloths of gold in Jerusalem, he would be astonished at their understanding and resources.

unpublished!

Amey Filton	Latin XI	<u>III</u>
M. Grace	Composition	<u>III</u>
Loant Gumples	"	<u>II</u>
Acely Petty	"	<u>III</u>
E. Orlebar	N. History	ib
B. E. Talham	E. D. Fr Morals	<u>III</u>
V. Bishop	Comp	<u>IV</u>
D. V. Allen	Fr.	<u>II</u> 8½
D. Buxton	<u>II</u>	N. History
M. Douglas	ib	9½ N. History
F. M. Maudslayi		7¾ Tales
Kellen Scott	Fr. Hist	
D. Tach	9½ <u>II</u>	Comp.

Josephine Hickson	Geog
Vera Foster	"
J. Mander	Penans
V. Dawson 14½	<u>III</u> Comp.
W. Farnell	<u>III</u> 13¾ Comp.
C. Harcourt	10½ Rithorn Mon
Loant Gumples	History
C. B. B. B.	Comp
B. P. B.	

maximizer is the producer of the work ^{top 200 1296} ~~as a~~ 2
drawing when the effects are produced by a
triple colour wash. I should imagine that the play
had only been once had through by the children a
scene or two at a time. It has then been very
attempted at 'getting up' we should have had the
muddy effect with which we as all
families struggle in examination papers. I
happened to know as a matter of fact that this
could hardly have been more than a
hasty because much work in many subjects
is accomplished in the morning school hours.
There is no time ~~for~~ for evening or
'getting up'.

Also the concern of the school is somewhat
knowledgethly that there is not a minute
to spare to learn 'about it' about it'.
One's curious to know what it is in this
or that scene which finds an individual
child but that there is a genuine preference
in each case is shown, I think, by the persistent
way in which the ~~descriptions~~ ^{scene is described} are given.

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The children in class III are required to study & describe various details of six reproductions of Rembrandt's work (titles given). In the corner where they study the same pictures but are not asked to draw details. Then comes the question for the young

(class) children "Describe the picture by Rembrandt

+ II

Exa

for class III while Helen Blackhouse in Rembrandt's Night Watch or The Mill"

Then are some specimens of the result.

There are a few of the results from which it will be seen that the children simply looked at the picture's other every least detail of it, then also that they have their preferences; & also, I think it is evident that they are not kept what to proper balance, again left to express their own individuality.

They ~~improve~~ These young people seem to have unusual power of seeing. Their observation in natural science with diagrams & drawings is very interesting. Also they hear certain musical compositions played over now during the term. This

Ammonia nitrochlorida 14 p. 96 m. 296

20m of the Multiterminal paper

no conclusion with ~~experience~~ ^{from the first} 1796
with only "a line in blank" under Walter Raleigh" which
bells with the history of composition.

makes numerous small questions instead of the 100-200
 asked to check off the answers. A liberal Curriculum ^{children} ~~provisions~~
 of all ages, from six, many books, more for the children; a
single attention reading special chapters or passages; ~~no~~ ~~exercises~~
 note-taking, cramming or getting up oral lessons or lectures
 like English, with them from the middle to each a subject - one
 to introduce, England or sum up.

2. Would it be possible for the school to adopt the
 methods of Kame? This a delightful school & seems
 like Ruby Kellin. Loveable

+ all the ^{in afternoon} ~~radio~~ ^{work} is done in the hours of morning school.
making work, handicrafts, dining etc. occupies the
afternoon & the evenings are free.

27494 *Stachys*
-bearing the entire leafy
underneath the pinkish
filamentous milk-pelly
to

I think some beautiful broadleaf papers, which I have selected for
 you in the N. C. for Feb. I think we are looking beautiful - I think
 we will select the most recent impression. Certainly I have especially
 designed bright response. Kees got through when the artist
 told me if you could find them. And as the children
 have been looking at them. I think perhaps. If you see any thing

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There is not a great difference between those in class III & in class II as one of the criticisms at Athens is that the intellectual grasp of children grows is perhaps as fast as that of children in their early teens but they should not be expected to do so much work.

Vitorino da Felto called his school

think a few of the answers to the question: "Describe your favorite scene in Henry VIII." will be enough to demonstrate a certain joy & even in the children - the only all kind in the play of one individuality. His curious how various are the scenes that find favour & the French mind is sometimes at a loss to know why this or that scene is acceptable.

Plutarch's dicta ^(Conclude this term) offer a valuable part of the intellectual diet at Athens. Here are a few of the answers.

But in class II & do English & French History, History Exe and Form
Here are one or two answers.

Plutarch's dicta

Some of the axioms of Ikerue are:-

A liberal curriculum for children of all ages above six.

Many books, owned by the children.

A single attentive reading of each chapter or passage.

No note-taking, doodling, or 'getting-up'.

Oral lessons, or lectures, like angels' visits & never given \$

in order to teach a subject but to introduce, expand, or sum up.

All the reading is, as I have said, done in the hours of morn-

ing school:much field work,handicrafts, drawing/etc,occupy the

afternoon & the evenings are free.

I wonder would it be possible for other schools to adopt the methods of Akerue? It is a delightful school, & deserves, like that of Vittorino da Feltre, to be called *La Gioiosa*.

This Apple
under its
small
discovery.